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AUTHOR Blanshan, Sue A.; And Others
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ABSTRACT

Results of a survey to determine the needs of reentry students at Ohio State University are presented. Reentry students are defined as being 4 or more years older than their class-level peers. Questionnaire responses from 210 students are analyzed. Information is provided on the following student characteristics: sex and age, family background, educational background, and employment experience. Attention is also directed to: reasons that reentry interrupted their formal education, reasons for reentry to school, reasons for enrolling at Ohio State University, financing reentry education, needs of male and female reentry students, male and female student problems, and student support services. Findings include the following: more reentry students are women than men, male reentry students are younger than female reentry students, 50 percent are enrolled in undergraduate programs and 38 percent are enrolled in graduate programs, 75 percent are employed, the vast majority are enrolled because of career/professional development needs, reentry students are relatively low in usage of support services, and undergraduate reentry student satisfaction with academic advising is varied. Appendices include statistical results and a questionnaire. (SW)

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Preliminary Report

RE-ENTRY STUDENT SURVEY

Office of Women's Services
The Ohio State University

by
Sue A. Blanshan, Ph.D.
Joan Burns
Aleta Geib

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HE 017 338

May 5, 1984

ASHE Association for the Study of Higher Education
The George Washington University/One Dupont Circle, Suite 630/Washington, D.C. 20036
(202) 296-2597

This paper was presented at the Annual Meeting of the Association for the Study of Higher Education held at the Conrad Hilton Hotel in Chicago, Illinois, March 12-14, 1984. This paper was reviewed by ASHE and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC collection of ASHE conference papers.

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This study is the result of a collaborative effort by myself and two graduate students. Without the assistance of Joan Burns, a Ph.D. candidate in counseling psychology, and Aleta Gieb, a Masters Degree candidtate in sociology, this study could not have been done. All aspects of the research design, data collection and data analysis were result of their commitment to this project and their belief that re-entry students are important people who deserve our attention and understanding.

Additionally we would like to thank Maureen Cleary-Holmes for her tireless support and assistance with preparing the survey instruments, mailing them and mailing out the reminder postcards.

Anne Williams' assistance was central in the preparation of all the tables for this report.

Sue A. Blanshan

INTRODUCTION

Most universities will be facing a difficult set of challenges during this decade. In addition to financial strains created by federal funding reductions, enrollment projections forecast substantial declines. By 1990 the actual size of the "college-age" population (18-21 year olds) will return to the 1970 level of 14 million. In other words, the change between 1980 and 1990 will represnt an 18% decrease (Centra, 1978). The fact that the numbers of 18-21 year olds will be significantly reduced suggests that other sources will need to be tapped in order to keep college enrollments stable. While due to the central nature of Ohio State's role in this state, we will probably not be pressured by enrollment decline which threatens our diversity of academic programs. However we will, just as the other institutions of higher education in the country, experience an increase in the average age of our students--undergrauate and graduate.

Therefore while we may not be facing a survival issue with respect to these changes in the national and campus populations, we will face a potential "lack of fit" between our expectations about and the realities of who our students are and what their lives are like. In order to continue our commitment to providing quality academic and support services for our students, we need to examine those that exist and decide whether additional services are necessary in light of the changing composition of the student body (Tittle & Decker, 1980).

A logical approach to this problem involves identification and elimination of barriers to re-entry student's enrollment and completion of their higher education. Consequently, this needs

assessment survey was conducted on re-entry students enrolled at the Ohio State University. With the data provided, we will be able to review and where necessary improve our support services for re-entry students. This is the purpose of this research. It is a time for planning.

RESEARCH METHODOLOGY

Rather than re-invent a research design that may have already existed, we wrote to the Chief Executives of Student Affairs Divisions in the Big 10 to inquire if any research had been conducted at their institutions on the needs of re-entry students. Among the responses that we received one study (out of three) was of particular interest to us. In 1980 the Offices of Women's Resources and Cortinuing Education & Public Service at the University of Illinois at Urbana-Champaign had conducted an extensive re-entry student needs assessment. With their permission we used their survey instrument as a model for our own. We did make a number of substantial changes based on recommendations made by our Project Advisory Committee (See Appendix A). A copy of our cover letter and survey insturment may be found in Appendix B.

A pilot test of the survey was conducted in the last weeks of the Winter Quarter, 1983. Following this successful pilot test, from which we were not required to make any changes in our instrument, we selected a random sample of 400 re-entry students enrolled at the Ohio State University during Spring Quarter 1983.

Students, who were four or more years older than their class level peers, were defined as re-entry for the purposes of this study and our sample selection. For undergraduate students this operationalization involved adding four years on to the average age of each of the class levels. E.G., first year students: 18 years + 4=22 years and older; sophmore students: 19 years + 4=23 years and older; junior students: 20 years + 4= 24 years and older; and senior students: 21 + 4=25 years and older. Based on these age limitations for each class, the sample was drawn of undergradaute re-entry students.

For graduate and professional students the operalization of the re-entry definition was specific to the level, i.e., Masters or Ph.D./Professional. Because most Masters Degree programs last two years, these students were defined as re-entry if they were 23 years + 4=27

years or older. Ph.D. and professional school students were defined as re-entry if they were 27 years +4= 31 years or older. Data was not available on these students according to their sequential year in their graduate studies. Therefore, the upper age was selected as the parameter in order to avoid including students who had not truly interrupted their education since high school.

Four hundred surveys were mailed out with a cover letter and a stamped/addressed return envelope. Two weeks after the surveys were sent out we mailed a reminder post card to everyone in the sample. Two hundred and fourteen surverys were returned (53.5%). Of these three were not useable and one was returned after the data analysis had been completed. Therefore there were 210 survey instruments that were returned and useable for our analysis (52.5%).

The Statistical Package for the Social Sciences (SPSS) was utilized for the data analysis. Frequecies and percentages were computed for the responses of the entire sample, by sex and by student level. Additionally tests of significance were run on selected variables. (See Appendix C for a list of these.)

DISCUSSION OF FINDINGS

Characteristics of the Re-Entry Student Sample

We asked the re-entry students a variety of questions about their personal, family, educational, and employment backgrounds. This information was sought for the purpose of increasing our understanding of these students.

Sex and Age:
Fifty-seven percent of our sample was female and forty-three percent male. In contrast, during the quarter in which the data was collected (spring 1983), the student body on the Columbus campus of the Ohio State University was composed of 44.5% women and 55.5% men. Therefore, there are proportionately more women who are re-entry students than men. In this sample the women tended to be older than the re-entry men. When asked for their ages in four year intervals, we learned that while 18% of the twenty to twenty-four year olds were men, only 5% of the women were. Men still held the larger percentage (42%) in the twenty-five to twenty-nine year old category vs. 27% women. However, in the next interval (thirty to thirty-four years old) we find 30% of the women and only 20% of the men. This trend continues in the thrity-five to thrity-nine year old category (19% of the women vs. 9% of the men), and the forty years and over category (19% of the women vs. 11% of the men.

Therefore in looking at re-entry students, it is important for us to recognize that women and men are at different developmental stages and are therefore likely to have different needs. The women are older adult students, while the men are closer in age to the traditional college students.

Personal Background:
In response to a question on the number of years that had elasped since they were last enrolled in school for credit courses, we learned that more than half of these students (63%) had been out of school for one to five years. While only 57% of the women had had this minimal interruption, 70% of the men said that they had only been out of school

one to five years. Approximately the same percentages of women and men (23%) had been out of school for six to ten years. However, as the interruption period expands to eleven to fifteen years, there are almost three times as many women as men (14% vs. 5%).

Prior to returning to school, we were interested in whether or not these students had participated in various types of counseling which may have influenced their decision to enroll. Although the percentages of people who had been in individual counseling, consciousness raising groups, assertiveness training or career counseling were not large; we did find at least twice as many for women, e.g., individual counseling: women 21% vs. men 14%, having used the first three. However about 9% of both women and men had been in career counseling prior to returning to school.

In addition to being younger than the women, the male re-entry students have been out of school for a shorter length of time than is the case of the women. Therefore the women would be more likely to feel dissimilar from the 18-22 year old college students than the men.

During this interruption period, neither the women nor men make substantial use of group or counseling experiences, and there is only a relatively low usage of career counseling prio to returning to school. However, as will be seen subsequently in the section on "Re-Entry Student Needs" career counseling is a significant factor.

Educational Information:
Fifty-three percent of the re-entry students were enrolled full-time (47% of the women, 61% of the men). Another 34% of them are enrolled part-time. While yet another 13% were enrolled part-time but would have preferred to be enrolled on a full-time basis. A minority (28%) transferred to OSU from another school (19% of the women and 40% of the men).

Fifty-four percent of the re-entry students were undergraduates, who were fairly evenly distributed among the four class levels with a somewhat larger senior class. Twenty-four percent of the re-entry students were working on Masters Degrees, 14% on Doctorates, and 8% on professional degrees. The undergratuate colleges with the largest number of re-entry students were: Arts and Sciences, University College, Education, Administrative

Science, Agriculture and Home Economics. Combining the M.A. and the Ph.D. re-entry students resulted in 38% of the samples enrollment in the Graduate School, and of the professional schools only Medicine, Dentristy and Law were represented.

When asked whether or not they would be enrolled in school the next quarter, 70% indicated that they would definately be enrolled. Eight percent were not sure if they would, and 22% said that they would not be enrolled.

The grade point averages of the re-entry students were varied by gender, especially in the highest category. The women's distribution was as follows:

3.5 to 4.0	51%
3.0 to 3.4	25
2.5 to 2.9	16
2.0 to 2.4	5
1.5 to 1.9	3
1.4 or below	0

And the men's distribution was:

3.5 to 4.0	21%
3.0 to 3.4	36
2.5 to 2.9	21
2.0 to 2.4	13
1.5 to 1.9	8
1.4 or below	1

It is important to point out that 60% of our re-entry students are either enrolled on a full-time basis or wish to be so enrolled. Commonly the assumption made about re-entry students is that they are largely part-time students. Another common assumption is that they are not enrolled in degree programs but are only taking random courses. Our data demonstrates, however, that re-entry students are enrolled in degree granting colleges and schools, and only 4% of them are enrolled in Continuing Education Credit Programs.

The data on grades indicates that women re-entry students preform better academically than their male counterparts. Knowing this will aid us in interpreting the problems, needs, and support services highlighted by these students in subsequent sections.

Family Background:
There did not appear to be major differences between women and men as to whether or not they were in a coupled/marital relationship or not. Fifty-nine percent were (63% of the women and 53% of the men). We also wanted to know if their coupled/marital status had changed in the last year. For 10% of the women and 17% of the men it had changed. Of this ten percent of the women, 31% had become coupled and 69% had become uncoupled in the last year. Of this seventeen percent of the men, 33% had become coupled and 67% had become uncoupled.

Forty-one percent of the women versus 32% of the men indicated that there were children living in their household. Most of these students reported not utilizing any type of child care. For those who did need child care 16% relied on their spouse/partner, 4% on friends or relatives, 4% on private day care, and 2% on OSU Child Care.

Women are slightly more likely to be coupled and to have children living in their household than the men. Of the re-entry students who have experienced a change in their coupled status within the last year, for two-thirds of them this meant that they began a relationship. However for the other third that had experienced a change in the last year this meant ending a relationship.

Employment & Income Information:
We were interested in whether or not re-entry students were employed while currently attending Ohio State. Twenty-four percent were not employed, 35% were employed part-time, and 41% were employed on a full-time basis while enrolled. Therefore, three fourths of our re-entry students worked in addition to attending school.

When we inquired about income we asked both about personal and household income levels. Looking first at personal income, 49% of the re-entry students only earned $10,000 or less on an annual basis. Women and men were very similar in this income range. However, when we turn to annual personal incomes of $25,000 or more, only 5% of the women versus 17% of the men are found in this range. Interestingly, although the men in our study are generally younger than the women their personal incomes are, on the average, larger than women's.

Women's economic standing rises and the men's declines when annual household income is analyzed. Seventeen percent of the women and 38% of the men reported household incomes of $10,000 or less. When the range of $25,000 or more is reviewed, we find 39% of the women and 30% of the men.

Given the lower personal income levels of the women in contrast to their higher household income levels, is it the case that only women from affluent households can afford to return to school while men with equally low personal income levels and even lower household income levels are finding the means to re-enter school? Some potential answers will be found in the section of this report entitled, "Financing Re-Entry Education".

Reasons for Educational Interruption

The re-entry students in our sample were by definition four or more years older than their peers and therefore were very likely to have experienced an interruption in their educational progress. We were therefore interested in the reasons for the interruption in their formal education. The explanation of this as sought by asking them to rate on a seven point Likert-type scale how important a variety of factors were in their lives at the time they had decided not to continue their formal schooling. A score of one indicated "no importance", a score of four indicated "moderate imprtance" and a score of seven indicated "great importance." The factors included the following: tired of academics, lack of interest in a graduate education, career indecision, desire for work experience, began full-time employment, insufficient finances, started a family, responsible for full-time household management, and worked to help partner through school.

Table 1 (page 21) shows the responses by sex to this question and the priority ranking of these reasons for their educational interruption. Both sexes agreed on the first four reasons that they had stopped their formal education: began full-time employment, desired work experience, insufficient finances, and career indecision. However, a statistically significant difference (at the .05 level) was found between women and men in their fifth rank reason. For the women this reason was having responsibilities for full-time household management, but men listed "other interests" in fifth rank.

Reasons for Re-Entry to School

Of course the complimentary question for "why did you stop your education?" is "why did you decide to return to school?" We asked this question in three different forms: how important were certain factors in your decision to return to school?, what was your major reason for returning to school?, and how important were certain factors in attracting you to your current program at the Ohio State University?

The top five factors affecting re-entry students' decisions to return to school were: personal enrichment, wanted a higher degree, wanted preparation for a new career/job, wanted to enhance their present career/job, and living within commuting distance. Table 2 (page 22) reflects the rankings by sex. On the Likert-type scale used, a score of one indicated "no importance", a score of four indicated "moderate importance" and a score of seven indicated "great importance." Here we see that, except for a converse ranking of the second and third factors, women and men agree on these same five factors. However there was a statistically significance difference at the .05 level on two of the factors in the table. Returning to school for personal enrichment and because their children are now independent was more important for the women than it was for the men.

When asked what their major reason was for returning to school (Table 3-page 23), both sexes ranked preparation for a new career/job first, and wanting to enhance their present career/job as second.

Table 4 (page 24) gives us a view of the ratings by sex to the question of "how important were various factors in attracting you to your current program at the Ohio State University?" Women and men included the following as their principal reasons: wanted personal enrichment, needed education for new career, wanted a college degree, geographic location of OSU, the content of the program, and the good reputation of the program. These are virtulally the same reasons as those given above for returning to school. Although two other reasons for selecting programs at Ohio State were not given such high ranking, they were statistically significant at the .05 level in their difference between women and men. These were: (1)more men were enrolled in their programs because

their employers wanted them to go to school, and (2)more men were in school to test their ability to do college work than women for these reasons.

Financing Re-Entry Education

The random sample of re-entry students in this study were asked to rate how important various sources of educational financing were for them. A rating of one meant that that source was of "no importance", a rating of four meant "moderate importance" and a rating of six meant "great importance". The options included: spouse/partner, loan, full-time job, part-time job, scholarship/fellowship, graduate associateship, savings, veteran's benefits, and parents.

Table 5 (page 25) shows the "no importance" and "great importance" responses to this question by sex. Women and men agreed on the top two to which they assigned "greatest importance". They are full-time job and savings. Women rated spouse/partner as third while men rated loans as third. Again both sexes agreed on the fourth financial source of "greates importance", it was part-time job. While the women's fifth most important source of financial support was a loan, the men listed parents as their fifth ranked source of financial support.

A look back to the "Characteristics of Re-Entry Students" section of this report will show that the re-entry males are generally younger than the re-entry females. This may be a partial explanation of the relatively high dependence of re-entry men on parents for financial support for their educatien. It could also be that parents in this culture are more willing to fund the education of an adult son than they are of an adult daughter.

We did find that there was a statistically significant difference at the .05 level between women and men with respect the importance of loans as a source of funding their educations. Men received this type of support more than women. The use of "family income" on loan application forms has served as a barrier to married re-entry women students in their efforts to obtain loans. On the other hand women re-entry students rely more heavily on graduate associateships than do the men. Veteran's benefits assist 15.7% of the men and 5.1% of the women.

Re-Entry Student Needs

Problems related to a re-entry student's academic work may be strongly related to unmet needs of these students. Therefore we asked our sample to rate the degree to which they experienced nineteen different needs. Based on a five point Likert-type scale, a rating of one indicated "no need" and a rank of five indicated "high need".

The needs rated the highest by re-entry students were for: assistance from an academic advisor, assistance with educational and career planning, job search assistance, a workshop to improve study skills, counseling for academic problems, information about university services, and a time management workshop.

The next three tables of our analysis allow us to look at the needs of re-entry students while making comparisons by sex. Table 6a (page 26) illustrates our analysis of the needs expressed by re-entry women. Their rating of needs added the needs for "a place to socialize with students of similar ages" and a "test anxiety workshop", while they deleted from their top rating a need for a " study skills workshop" or "counseling for academic problems." Table 6b (page 27) illustrates that the needs rated highest by the re-entry men included all seven listed above and added a need for "counseling for financial problems." Table 6c (page 28) shows a comparison of the personal needs assessment by women and men in this study. Although they agree on the top three needs (assistance from academic advisors, assistance with educational and career planning, and job search assistance), there are some interesting differences. For example, the women rated a need for "information about parking facilities" higher than did the men. Men on the other hand rated the need for "counseling for academic problems" and for "information about work study" higher than did women.

When we look at re-entry student needs and make comparisons by university rank, the overall priority rating holds while a few noteworthy variations occur. Looking at Table 6d (page 29), we note that for professional school re-entry students the greatest needs are for: counseling for personal problems, counseling for financial problems, and a place to socialize with students of similar ages. The undergraduates, continuing

education and graduate students do not vary from the overall pattern stated at the beginning of this section.

Re-Entry Student Problems

For an analysis of the problems faced by students returning to the university after an interruption, we asked them about family, social, economic, academic and emotional conditions of their lives. From a list of twenty-four items they were asked to rate how serious each of these were as a problem for them on a scale from one ("not at all serious") to five ("very serious").

The greatest problems for the sample of re-entry students as a whole were: the cost of education, the time of day when classes are offered, a general lack of time, conflict between concurrent education and work responsibilities, and a lack of specific skills or abilities.

Further analysis was done by looking at their ranking of problems through comparisons of females and males, and through comparisons by rank in the university. Table 7a (page 30) shows the rankings by sex. Generally women and men agree that their greatest problems are: the cost of education, the time of the day that classes are offered, a general lack of time, and a decrease in income. However, the men gave "a lack of specific skills or abilities" a rank of six compared to the women's ranking of this item as eleventh. The women reserved their rank score of six for "a lack of time for household managment" which the men ranked as eleventh. The only statistically significant difference in problems experienced by women and men was that found on the "conflict between education and childcare responsibilities". This was more of a problem for the women than the men.

The intersection of traditional sex-roles and the re-entry students problems is apparent in this analysis. We have found the women express more difficulty in balancing their return to school with household management and childcare than do the men.

Our analysis of re-entry students' problems by rank in the university is illustrated in Table 7b (page 31). The same four problems appear as prominent in this table as in the analysis by sex. However, in comparing university ranks some interesting differences appear. For example, the "time of

classes" is much less a problem for the professional students. While a "lack of specific skills or abilities" appears to be less a problem for the graduate students than for the other categories of students. "Insufficient energy or physical endurance" is more of an issue for the re-entry graduate and professional students than it is for the undergraduate and continuing education students. Finally, the professional students experience less problem with "confict between concurrent education and work responsibilities" than do other re-entry students.

The differences in problems experienced by students of various ranks is perhaps explained by distinctive characteristis of the programs in which they are enrolled. Graduate and professional students are in rigorous academic programs which may truly tax their physical endurance. While professional students' programs may not offer them any scheduling flexibility and they therefore accept the "time of day classes are offered". Similarily professional school students experienced less of a problem with "conflict between concurrent education and work responsibilities" than did the other categories of re-entry students. Working while attending school may be structurally impossible for them.

Student Support Services

In order to assess the strengths and weaknesses of the university's support service offices for re-entry students, they were asked to rate how satisfied they were with the services they had utilized while attending classes here. The rating system involved a seven point Likert-type scale in which one indicated that they were "not satisfied", four indicated that they were "moderately satisfied" and seven indicated that they were "very satisfied" with the service. Additionally, we asked them to indicate if they had "never used" each specific service listed.

The services listed in this section of the survey included those that may be considered primary to the academic life of the students and those that address more secondary needs of the students. Offices considered to be in the first category are: Admissions, Registration, Continuing Education Credit Programs, Financial Aid, and Academic Advising. Service offices that reflected more secondary support bases for re-entry students

included: Career Development and Placement, Child Care Program, Off Campus Student Center, Wilce Health Services, Mental Health Clinic, Conseling and Consultation Services, Disability Services, Black Student Programs, Hispanic Student Services, and Women's Services.

The categorization of service offices as primary or secondary is not to be taken as an evaluation of the significance of the offices in providing support to the re-entry students. It rather represents a means of indicating which service offices re-entry students must have contact with if they are to be students at the university, and which service offices they may utilize on an optional basis. Other analyses indicate the relationship between utilization and success levels of students in their university careers. Suffice it to state here that re-entry students (and others) who utilize service offices realize maximum support from and success in the university. It will also be remembered from an earlier section that the re-entry students placed a high priority on their need for information on university services.

An overview of re-entry students' satisfaction level with university services is given in Table 8a (page 32). Looking at this data we note that the service offices that receive the top six rankings of "very satisfied" with are: Wilce Health Services, Continuing Education Credit Programs, Women's Services, Mental Health Clinic, Registration, and Academic Advising. Of the five primary service areas, Financial Aid and Academic Advising receive somewhat more critical evaluation by re-entry students. The most heavily utilized service offices are: Registration, Admissions, Academic Advising, Continuing Education Credit Programs, and Financial Aid. It is interesting to note that although it is commonly assumed that "re-entry" is synonymous with "continuing education" student, only 46.9% of our re-entry students come in contact with Continuing Education Credit Programs. Financial Aid is only utilized by 42.9% of these students. The other three primary service offices experience much higher utilization levels by re-entry students.

The "user weighted" columns in this table and in those that follow were computed by dividing the satisfaction level percentage by the percentage of re-entry students actually using the service. We feel that this provides more meaningful information

than the percentage based on the entire sample.

Tables 8b (page 33) and 8c (page 34) provide us with a look at re-entry students' satisfaction level with university services by sex. The weighted ranking on "very satisfied" by the women indicated that they added the Child Care Program and deleted Wilce Health Services and Women's Services from the total sample ranking of the top service offices. Interestingly the men added Financial Aid, deleted Mental Health Clinic, and retained Women's Services on the same list of service offices, i.e., those that they most often ranked as being "very satisfied" with.

Table 8d (page 35) allows us to make some further comparisons between women and men with respect to both utilization of and satisfaction with university services. Moving from the top to the bottom of this table there are some noteworthy contrasts. For example, re-entry men utilize Disability Services to a greater extent (10.3% vs. 1.7%), and 34% of the users indicate that they are "very satisfied" with the support offered while no women said that they were more than "moderately satisfied". With respect to the Child Care Program we see that more men utilize this service than women. This is particularly interesting because it will be recalled from a previous section that conflict between childcare responsibilities and education was a greater problem for women than it was for men (significant at the .05 level). Perhaps men's utilization of the Child Care Program reduces this potential conflict for them. The Wilce Health Services ratings also evoke our comment. Although more re-entry women students utlized the health services than re-entry men students (68.4% vs. 46.6%), the men feel more positive about the health services than do the women (46.4% vs. 25% feeling "very satisfied"). Noteworthy for its irony is the finding that, while 15.4% of re-entry women students utilized the Women's Services Office, so do 11.4% of the re-entry men students.

The university rank of the re-entry students provides us with another perspective on this utilization of and satisfaction with services. Table 8e (page 36) demonstrates undergraduate re-entry students' levels of satisfaction with and utilization of university services. In comparison with the overall rating, the undergraduates replaced the Mental Health Clinic and Women's Services with Registration and Financial Aid in

their "very satisfied" top five. They therefore retained Wilce Health Services, Continuing Education Credit Programs, and Academic Advising. In contrast to this "very satisfied" high rating of Academic Advising by undergraduate re-entry students, we see that they also assigned this same service area a high rating on "not satisfied". Therefore undergraduate opinions on Adademic Advising are highly divergent.

The pattern of service utilization by undergraduate re-entry students reflects that they give the primary service offices a priority, i.e., those areas with which they must have contact. Optional service areas are less utilized by them and when used they receive lower satisfaction level rating by undergraduates.

The number of re-entry students who were actually enrolled in continuing education was very small (N=9). Therefore any generalizations from the data reflected in Table 8f (page 37) would be risky. An anomaly appears with the reported use of Continuing Education services. One of these students reports that they have not used these services and yet they are enrolled in continuing education.

Looking to the graduate re-entry students responses in Table 8g (page 38) we see that while they generally give the highest utilization ratings to the primary services, they shift their highest satisfaction level ratings to the secondary services. Graduate students are "very satisfied" with Counseling and Consultation Services, Wilce Health Services, Continuing Education Credit Programs, Mental Health Clinic, and Academic Advising.

Professional school re-entry students, as shown in Table 8h (page 39), differ from the utilization pattern of graduate re-entry students in that they (72.2% of them versus 24.1% of graduate students; see Table 8g) utilized Financial Aid. Along with this greater utilization, they express greater dissatisfaction with this service. The expense of professional study in conjunction with the lack of graduate associateships may in part explain this contrast with graduate students. Of all of the services utilized by the professional school re-entry students they rate Child Care highest in the "very satisfied" category.

RECOMMENDATIONS

The following recommendations based on the data of this re-entry student needs assessment survey are made to the Ohio State University, Colulmbus campus.

1) Because only a small number of re-entry students are enrolled in Continuing Education Credit Programs (4%), the entire university, i.e., all of our academic and support units, needs to be responsive to these students.

2) As more re-entry students are women than men, particular attention needs to be paid to the problems and needs of women re-entry students, which we have found to be different from those of the men.

3) Given that re-entry men are younger than re-entry women, their life situations are more similar to those of our 18-21 year old students. Therefore, distinctions in service provision are most important for women re-entry students and the older re-entry men.

4) Many of our re-entry students(50%) are enrolled in a variety of undergraduate colleges, and additionally 38% of these students are enrolled in the graduate school. Therefore, involvement by the colleges and the graduate school in planning support services for re-entry students in crucial.

5) Based on grade point averages and the self-reported needs, we recommend that more attention be given to academic support services for men re-entry students.

6) Childcare services appear to be a greater problem for women than men. Efforts should be made to both expand the OSU Child Care Program and to communicate with re-entry women about the services that are available.

7) Because 75% of our re-entry students are employed, efforts need to be made by all departments to offer courses at all levels during the evenings. This would help to resolve one of their most substantial problems.

8) The use of household income rather than personal income as the basis for qualifying for financial aid is discriminatory toward women re-entry students. Generally we found that, while less affluent men were re-entering the university, only women from more affluent households were able to come back to school. Serious consideration needs to be given to resolving this structural discrimination problem at Ohio State even if the federal government is inflexible on this matter.

9) The vast majority of our re-entry students are enrollinlg again because of career/ professional development needs. Ohio State should create career services for re-entry students which are appropriate for helping them when they <u>enter</u> as well as when the <u>exit</u> the university.

10) While re-entry students clearly have the need for various support services they do not have the time to hunt these out. Therefore, mechanisms need to be developed by the university for informing re-entry students of <u>all</u> the services available to them. They want to know what services are available.

11) The relatively low utilization of support services by re-entry students is troublesome. Efforts need to be made to integrate these students into the whole of the university. All service offices need to review the extent to which they address the needs and problems of this population.

12) Undergraduate re-entry student satisfaction with academic advising is extremely varied. Because of the central nature of this service to a student's academic success, further analysis of the quality of academic advising is needed, and efforts should be made to strengthen this area where it is weak.

TABLE 1 REASONS FOR EDUCATIONAL INTERRUPTION

Student Reasons	WOMEN N=118 MEAN	WOMEN N=118 SD	WOMEN N=118 RANK	MEN N=84 MEAN	MEN N=84 SD	MEN N=84 RANK
a) tired of academics	2.82	2.10	7	3.27	1.89	6
b) lack of interest in pursuing graduate education after degree completion	2.50	2.10	9	2.50	1.65	7
c) undecided about career direction	3.35	2.47	4	3.93	2.35	4
d) desired practical work experience	4.43	2.34	2	4.71	1.98	1
e) began full-time career employment	4.89	2.58	1	4.68	2.38	2
f) insufficient finances	4.12	2.58	3	4.48	2.39	3
g) started a family	2.85	2.64	6	2.37	2.18	8
h)*responsibilities for full-time household management	3.05	2.58	5	2.23	1.87	9
i) worked to help partner through school	1.96	2.08	10	1.62	1.53	10
j) other interesrs	2.66	2.06	8	3.68	2.01	5

* A sig. difference found between sexes using a two-tailed t-test. t= (2.58) =.011 is less than .05.

TABLE 2 REASONS FOR RETURNING TO SCHOOL

Student Reasons	WOMEN N=118 MEAN	WOMEN N=118 SD	WOMEN N=118 RANK	MEN N=89 MEAN	MEN N=89 SD	MEN N=89 RANK
a) wanted to enhance present career/job	4.30	2.62	4	4.66	2.57	4
b) wanted preparation for a new career/job	5.30	2.38	3	5.47	2.12	2
c) wanted higher degree	5.38	2.29	2	5.06	2.17	3
d)*personal enrichment	6.25	1.41	1	5.53	1.43	1
e) now live within commuting distance of schools	2.56	2.17	5	2.46	2.10	5
f)**children are now independent	2.03	1.96	7	1.30	0.97	8
g) lack of satisfaction with household management	2.13	1.90	6	1.41	1.17	7
h) fill spare time	1.50	1.30	8	1.76	1.54	6

* A sig. diff. was found between the sexes using a two-tailed t-test. t= (3.57) =.000 is less than .05.

** A sig. diff. was found between the sexe using a two-tailed t-test. t= (-2.04)=.042 is less than .05.

TABLE 3 MAJOR REASON FOR RETURNING TO SCHOOL

Student Reason	WOMEN N=118 %	MEN N=89 %
a) wanted to enhance present career/job	21.6	22.5
b) wanted preparation for a new career/job	44.0	48.3
c) wanted a higher degree	18.1	9.0
d) personal enrichment	15.5	19.1
e) now live within commuting distance of schools	———	1.1
f) lack of satisfaction with household management	0.9	———
g) fill spare time	———	———

TABLE 4 REASONS FOR COMING TO OHIO STATE

Student Reasons	WOMEN N=118 MEAN	SD	RANK	MEN N=89 MEAN	SD	RANK
a) needed for present career/ job	3.06	2.49	7	3.25	2.41	7
b) needed for new career	4.76	2.55	2	5.07	2.24	2
c) wanted a college degree	4.50	2.68	3	4.66	2.37	3
d) wanted personal enrichment	5.65	1.83	1	5.23	1.66	1
e) family wanted me to go	2.04	1.64	9	2.49	1.72	10
f)*employer wanted me to go	1.68	1.60	11	2.16	1.77	11
g) friends/others encouraged me	2.81	1.97	8	2.90	1.83	9
h) good reputation of program	3.64	2.23	6	4.16	1.95	5
i) good quality of orientational program	1.[illegible]	1.09	12	2.49	2.05	10
j) content of program	4.23	2.17	5	4.57	1.82	4
k) geographical location	4.48	2.25	4	4.15	2.19	6
l)**needed to test ability to do college work	1.98	1.74	10	2.91	2.25	8

* A sig. diff. was found between the sexes using two-tailed t-test. t= (-2.04) =.042 is less than .05.

** A sig. diff. was found between the sexes using two-tailed t-test. t= (-3.21) =.002 is less than .05.

TABLE 5 SOURCES OF FINANCING EDUCATION COSTS BY SEX AND TOTAL POPULATION

	WOMEN N=118			MEN N=89			TOTAL POP.		
Student Sources	No Impt %	Great Impt %	Rank	No Impt %	Great Impt %	Rank	No Impt %	Great Impt %	Rank
a) spouse	48.7	29.9	3	70.8	13.5	7	57.9	23.4	3
b)*loan	71.2	18.6	5	53.9	23.6	3	63.3	21.0	5
c) your full-time job	56.5	38.3	1	50.6	39.3	1	54.6	38.2	1
d)your part-time job	67.8	21.7	4	56.2	20.2	4	62.3	21.4	4
e) scholarship/fellowship	76.9	14.5	4	76.2	12.4	8	77.0	13.4	7
f) G.T.A., G.R.A., G.A.A., fellowship	76.3	17.8	6	82.0	11.2	9	78.8	15.9	6
g) savings	47.0	32.5	2	34.8	24.7	2	41.1	29.7	2
h) veteran's benefits	94.9	5.1	9	82.0	15.7	6	84.0	10.0	9
i) parents	84.6	6.8	8	67.4	16.9	5	77.0	11.0	8

* A sig. diff. was found between the sexes using a two-tailed t-test. t= (-1.93) =.05 =.05.

TABLE 6a WOMEN RE-ENTRY STUDENT NEEDS (N=118)

Student Needs	NO NEED %	SOME NEED %	MOD. NEED %	HIGH NEED %	MEAN	SD	RANK
a) assistance from academic advisor	18.8	22.2	39.3	19.6	3.71	1.96	1
b) assistance with educational and career planning	29.9	23.0	20.9	26.5	3.44	2.23	2
c) job search assistance	44.4	9.4	18.8	27.3	3.30	2.42	3
d) workshop to improve study skills	60.7	14.5	11.1	13.6	2.34	2.05	8
e) counseling for academic problems	71.8	8.6	14.6	5.2	1.87	1.59	14
f) counseling for personal problems	65.0	15.4	11.1	8.5	2.03	1.75	11
g) counseling for financial problems	59.0	15.3	16.2	9.4	2.26	1.83	9
h) information about university services	34.8	28.7	25.2	11.3	2.80	1.77	5
i) housing information	88.9	5.1	2.6	3.4	1.32	1.05	17
j) information about work/study	76.1	9.4	9.4	5.2	1.73	1.50	16
k) money management	72.6	8.5	12.8	6.0	1.90	1.71	13
l) time management	52.1	8.6	22.2	17.1	2.81	2.18	4
m) family problems workshop	75.2	9.4	9.4	6.0	1.78	1.57	15
n) workshop about making the transition from professional to student status	67.5	13.7	12.8	6.0	1.90	1.56	13
o) place to socialize with students of similar ages	53.8	16.3	17.1	12.8	2.42	1.91	7
p) information about parking facilities	62.9	12.0	16.4	8.6	2.16	1.81	10
q) math anxiety workshop	73.5	5.1	12.0	9.4	1.99	1.87	12
r) writing anxiety workshop	73.5	6.8	12.8	6.9	1.87	1.62	14
s) test anxiety workshop	61.5	10.3	12.8	15.4	2.46	2.20	6

TABLE 6b MEN RE-ENTRY STUDENT NEEDS (N=89)

Student Needs	NO NEED %	SOME NEED %	MOD. NEED %	HIGH NEED %	MEAN	SD	RANK
a) assistance from academic advisor	17.0	25.0	38.7	19.3	3.75	1.94	1
b) assistance with educational and career planning	27.0	27.0	27.0	19.1	3.45	2.04	2
c) job search assistance	31.5	20.3	28.1	20.3	3.44	2.20	3
d) workshop to improve study skills	44.3	20.4	30.7	4.6	2.59	1.76	5
e) counseling for academic problems	52.8	20.2	15.8	11.2	2.48	1.94	8
f) counseling for personal problems	66.3	14.6	7.9	5.6	1.98	1.78	12
g) counseling for financial problems	56.2	12.4	19.1	12.3	2.52	2.05	7
h) information about university services	38.2	31.5	20.2	10.1	2.69	1.77	4
i) housing information	79.8	11.2	4.5	4.4	1.58	1.41	17
j) information about work/study	58.0	13.7	17.1	11.3	2.40	1.98	10
k) money management	66.3	14.6	13.5	5.6	1.97	1.65	13
l) time management	52.8	14.6	21.4	11.2	2.58	2.04	6
m) family problems workshop	83.1	9.0	6.7	1.1	1.39	1.03	18
n) workshop about making the transition from professional to student status	71.9	12.4	12.3	3.3	1.78	1.42	15
o) place to socialize with students of similar ages	52.8	17.9	19.1	10.1	2.46	1.91	9
p) information about parking facilities	74.2	11.2	8.9	5.6	1.76	1.53	16
q) math anxiety workshop	71.9	13.4	6.7	7.8	1.88	1.73	14
r) writing anxiety workshop	66.3	16.8	9.0	7.9	1.98	1.17	12
s) test anxiety workshop	57.3	15.7	19.1	7.8	2.37	1.90	11

TABLE 6c RE-ENTRY STUDENT NEEDS BY SEX

Student Needs	WOMEN'S RANKING	MEN'S RANKING
a) assistance from academic advisor	1	1
b) assistance with educational and career planning	2	2
c) job search assistance	3	3
d) workshop to improve study skills	8	5
e) counseling for academic problems	14	8
f) counseling for personal problems	11	12
g) counseling for financial problems	9	7
h) information about university services	5	4
i) housing information	17	17
j) information about work/study	16	10
k) money management	13	13
l) time management	4	6
m) family problems workshop	15	18
n) workshop about making the transition from professional to student status	13	15
o) place to socialize with students of similar ages	7	9
p) information about parking facilities	10	16
q) math anxiety workshop	12	14
r) writing anxiety workshop	14	12
s) test anxiety workshop	6	11

TABLE 6d RE-ENTRY STUDENT NEEDS BY RANK

Student Needs	UNDG N=97 MEAN	UNDG N=97 SD	UNDG N=97 RANK	CED N=9 MEAN	CED N=9 SD	CED N=9 RANK	GRAD N=81 MEAN	GRAD N=81 SD	GRAD N=81 RANK	PROF N=18 MEAN	PROF N=18 SD	PROF N=18 RANK	TOTAL N=210 MEAN	TOTAL N=210 SD	TOTAL N=210 RANK
a) assistance from academic advisor	3.6	1.8	2	4.0	2.2	3	4.0	2.1	1	2.9	1.9	3	3.7	1.9	1
b) assistance with educational and career planning	3.8	2.1	1	4.1	2.6	2	3.0	2.2	3	2.9	2.0	3	3.4	2.1	2
c) job search assistance	3.4	2.2	3	4.2	2.9	1	3.1	2.3	2	3.0	2.4	2	3.4	2.3	2
d) workshop to improve study skills	2.8	2.0	6	2.7	2.2	5	1.9	1.7	8	2.6	2.2	5	2.4	1.9	4
e) counseling for academic problems	2.4	1.7	9	3.4	2.6	4	1.6	1.5	10	2.3	2.1	6	2.1	1.8	5
f) counseling for personal problems	2.0	1.7	11	1.7	1.3	12	1.7	1.5	9	3.2	2.5	1	2.0	1.7	6
g) counseling for financial problems	2.5	2.0	8	2.1	2.0	8	2.0	1.6	7	3.2	2.4	1	2.4	1.9	4
h) information about university services	2.9	1.7	5	1.9	1.5	10	2.6	1.9	4	2.8	1.7	4	2.7	1.8	3
i) housing information	1.6	1.4	13	1.1	0.3	11	1.3	1.0	12	1.4	0.8	12	1.4	1.2	10
j) information about work/study	2.4	1.9	9	2.3	2.4	7	1.7	1.5	9	1.5	1.1	11	2.0	1.7	6
k) money management	2.1	1.7	10	2.0	2.1	9	1.7	1.5	9	2.2	1.9	7	1.9	1.7	7
l) time management	3.0	2.1	4	2.4	2.4	6	2.4	2.1	5	2.8	2.3	4	2.7	2.1	3
m) family problems workshop	1.6	1.4	13	1.5	1.7	13	1.5	1.3	10	2.1	1.6	8	1.6	1.4	9
n) workshop about making the transition from professional to student status	1.9	1.4	12	1.7	2.0	12	1.7	1.4	9	2.2	2.0	7	1.8	1.5	8
o) place to socialize with students of similar ages	2.4	1.9	9	1.9	1.2	10	2.3	1.8	6	3.0	2.2	2	2.4	1.9	4
p) information about parking facilities	2.1	1.8	10	1.0	0.0	15	2.0	1.8	7	1.7	1.3	9	2.0	1.7	6
q) math anxiety workshop	2.5	2.1	8	2.1	2.3	8	1.4	1.2	11	1.3	1.2	13	1.9	1.8	7
r) writing anxiety workshop	2.0	1.7	11	1.4	1.3	14	1.9	1.6	8	1.6	1.1	10	1.9	1.6	7
s) test anxiety workshop	2.7	2.2	7	2.0	2.1	9	2.0	1.8	7	2.2	2.2	7	2.4	2.0	4

TABLE 7a RE-ENTRY STUDENT PROBLEMS: SERIOUSNESS LEVEL BY SEX

Student Problems	WOMEN N=118 MEAN	SD	RANK	MEN N=89 MEAN	ST DEV	RANK
a) commuting	2.34	1.90	14	2.55	2.09	10
b) cost of education	4.60	2.19	1	4.97	2.05	1
c) time of day classes are offered	4.10	2.34	3	3.94	2.25	2
d) lack of respect for my life experiences	2.63	1.93	7	2.67	1.89	7
e) lack of self confidence	2.51	1.93	9	2.57	1.89	9
f) uncertianty about direction or purpose	2.54	1.84	8	2.65	1.92	8
g) lack of emotional support from family	1.92	1.16	16	1.76	1.52	16
h) lack of time for household management	3.15	2.03	4	2.52	1.89	11
i)*conflict between education & childcare responsibilities	2.38	2.10	12	1.79	1.77	15
j) general lack of time	4.12	2.21	2	3.73	2.09	3
k) lack of specific skills or abilities	2.45	1.90	11	2.99	1.99	6
l) unsufficient energy or physical endurance	2.47	1.70	10	2.29	1.74	12
m) conflict between concurrent education and work responsibilities	3.04	2.09	6	3.33	2.10	5
n) sexual discrimination	1.77	1.55	17	1.23	0.88	21
o) racial discrimination	1.18	0.94	23	1.43	1.34	19
p) physical handicap based discrimination	1.15	0.87	24	1.15	0.73	22
q) lack of opportunity to socialize with persons in similar situations	2.35	1.88	13	2.27	1.76	13
r) change in job for spouse/ partner	1.76	1.65	18	1.43	1.07	19
s) decrease in income	3.08	2.44	5	3.37	2.42	4
t) lack of acceptance by other students	1.55	1.29	21	1.60	1.31	18
u) lack of acceptance by faculty	1.51	1.15	22	1.72	1.40	17
v) concern about personal safety on campus	2.09	1.59	15	1.24	0.83	20
w) large size of campus	1.63	1.28	20	1.91	1.47	14
x) insufficient child care	1.64	1.56	19	1.54	1.54	18

* A sig. diff. was found between the sexes using a two-tailed t-test. t= (2.15) =.032 is less than .05.

TABLE 7b RE-ENTRY STUDENT PROBLEMS BY RANK

Student Problems	UNDG N=97 MEAN	UNDG N=97 SD	UNDG N=97 RANK	CED N=9 MEAN	CED N=9 SD	CED N=9 RANK	GRAD N=81 MEAN	GRAD N=81 SD	GRAD N=81 RANK	PROF N=18 MEAN	PROF N=18 SD	PROF N=18 RANK	TOTAL N=210 MEAN	TOTAL N=210 SD	TOTAL N=210 RANK
a) commuting	2.5	1.9	9	2.6	2.6	6	2.4	2.1	6	1.9	1.7	14	2.4	2.0	9
b) cost of education	5.1	1.9	1	3.9	2.5	2	4.3	2.5	2	4.3	2.3	1	2.6	1.7	1
c) time of day classes are offered	4.1	2.2	2	5.6	1.8	1	4.1	2.4	2	2.8	2.0	8	4.0	2.3	2
d) lack of respect for my life experiences	2.8	1.9	8	1.9	1.3	10	2.4	1.8		3.3	2.4	5	2.6	1.9	7
e) lack of self confidence	2.8	2.0	8	1.5	1.0	13	2.2	1.8	8	3.0	2.4	6	2.5	1.9	8
f) uncertianty about direction or purpose	2.9	2.0	7	2.6	1.7	6	2.3	1.7	7	2.3	1.7	11	2.6	1.9	7
g) lack of emotional support from family	1.9	1.5	12	1.7	2.0	11	1.6	1.4	12	2.3	2.0	11	1.8	1.6	12
h) lack of time for household management	2.9	2.0	7	2.7	2.6	5	2.7	2.0	4	3.4	1.8	4	2.9	2.0	6
i) conflict between education and childcare responsibilities	2.1	1.9	11	2.4	2.6	7	2.1	2.0	9	2.4	2.1	1	2.1	2.0	11
j) general lack of time	3.7	2.1	3	3.2	2.1	3	4.1	2.2	2	4.8	2.1	2	3.9	2.2	3
k) lack of specific skills or abilities	3.0	2.0	6	2.7	2.5	5	2.1	7.0	10	2.9	2.2	7	2.7	1.9	5
l) unsufficient energy or physical endurance	2.3	7.0	10	2.0	1.7	9	2.3	1.7	7	3.3	1.9	5	2.4	1.7	9
m) conflict between concurrent education and work responsibilities	3.2	2.1	5	3.1	2.7	4	3.3	2.1	3	2.4	1.7	9	3.2	2.1	4
n) sexual discrimination	1.5	1.3	15	1.4	1.3	14	1.3	0.8	15	2.8	2.3	8	1.5	1.3	15
o) racial discrimination	1.3	1.2	16	1.0	0.0	17	1.2	0.8	16	1.8	1.9	15	1.3	1.1	16
p) physical handicap based discrimination	1.1	0.7	17	1.3	1.0	15	1.1	0.7	17	1.3	1.4	16	1.1	0.8	17
q) lack of opportunity to socialize with persons in similar situations	2.3	1.7	10	2.1	1.8	8	2.2	1.8	8	3.0	2.3	6	2.3	1.8	10
r) change in job for spouse/ partner	1.5	1.4	15	1.7	1.4	11	1.5	1.3	13	2.3	2.0	10	1.6	1.4	14
s) decrease in income	3.5	2.4	4	2.0	1.5	9	2.6	2.4	5	4.7	2.4	3	3.2	2.4	4
t) lack of acceptance by other students	1.7	1.5	13	1.3	1.0	15	1.3	0.9	15	2.1	1.6	13	1.6	1.3	14
u) lack of acceptance by faculty	1.7	1.4	13	1.2	0.7	16	1.5	1.0	13	2.2	1.8	12	1.6	1.3	14
v) concern about personal safety on campus	1.6	1.3	14	1.6	1.1	12	1.7	1.3	11	2.5	2.0	9	1.7	1.4	13
w) large size of campus	2.1	1.6	11	1.2	0.7	19	1.5	1.2	13	1.2	0.4	17	1.7	1.4	13
x) insufficient child care	1.7	1.7	13	2.1	2.3	8	1.4	1.2	14	1.3	0.8	16	1.6	1.5	14

TABLE 8a RE-ENTRY STUDENTS' UTILIZATION OF AND SATISFACTION LEVEL WITH UNIVERSITY SERVICES (N=210)

University Services	NOT SATISFIED %	USER WEIGHTED %	MODERATELY SATISFIED %	USER WEIGHTED %	VERY SATISFIED %	USER WEIGHTED %	NEVER USED %	USER %	USER RANK	VERY SATISFIED WEIGHTED USER RANK	NOT SATISFIED WEIGHTED USER RANK
a) Off-Campus student Center	3.9	15.4	14.6	57.5	6.8	26.8	74.6	25.4	7	9	9
b) Black Student Programs	1.9	30.2	3.4	54.0	1.0	15.9	93.7	6.3	13	13	1
c) Hispanic Student Programs	1.0	22.7	3.4	77.3	——	——	95.6	4.4	15	14	6
d) Disability Services	1.4	26.4	2.4	45.3	1.4	26.4	94.7	5.3	14	10	4
e) Child Care Program	1.9	20.7	5.3	57.6	2.9	21.7	90.8	9.2	12	11	8
f) Admissions	12.5	13.5	51.0	55.0	29.3	31.6	7.2	92.8	2	7	12
g) Registration	11.5	12.1	52.1	55.0	31.1	32.8	5.3	94.7	1	4	13
h) Continuing Education	2.9	6.2	21.5	45.8	22.5	45.0	53.1	46.9	4	2	14
i) Financial Aid	11.6	27.4	17.8	42.0	13.0	31.0	57.7	42.3	5	8	2
j) Career Development and Placement Office	5.3	26.9	15.8	80.2	3.8	19.3	80.3	19.7	9	12	3
k) Women's Services	2.9	21.4	5.8	43.0	4.8	36.0	86.5	13.5	10	3	7
l) Counseling and Consultation Services	2.9	14.3	10.6	52.2	6.8	33.5	79.7	20.3	8	6	10
m) Wilce Health Care Services	5.3	14.0	14.0	36.4	19.5	51.0	61.5	38.5	6	1	11
n) Mental Health Clinic (Wilce)	2.9	3.2	3.9	37.0	3.8	36.0	89.4	10.6	11	3	15
o) Academic Advising	16.9	23.1	31.7	43.4	24.5	34.0	26.9	73.1	3	5	5

TABLE 8b WOMEN'S UTILIZATION OF AND SATISFACTION LEVEL WITH UNIVERSITY SERVICES (N=118)

University Services	NOT SATISFIED %	USER WEIGHTED %	MODERATELY SATISFIED %	USER WEIGHTED %	VERY SATISFIED %	USER WEIGHTED %	NEVER USED %	USER %	USER RANK	VERY SATISFIED WEIGHTED USER RANK	NOT SATISFIED WEIGHTED USER RANK
a) Off-Campus student Center	1.7	8.2	12.9	63.3	6.0	29.0	79.3	20.7	7	10	14
b) Black Student Programs	0.9	26.5	1.7	50.0	0.9	26.5	96.6	3.4	13	11	6
c) Hispanic Student Programs	0.9	34.6	1.7	65.4	——	——	97.4	2.6	14	14	2
d) Disability Services	0.9	52.9	0.9	52.9	——	——	98.3	1.7	15	15	1
e) Child Care Program	0.9	13.3	3.5	51.5	2.6	38.2	93.2	6.8	12	4	12
f) Admissions	13.7	15.1	45.3	50.0	31.6	34.9	9.4	90.6	2	5	11
g) Registration	14.4	15.3	47.5	50.5	32.2	34.2	5.9	94.1	1	6	10
h) Continuing Education	4.2	8.3	23.8	46.9	22.9	45.1	49.2	50.8	5	2	13
i) Financial Aid	12.0	31.9	13.7	36.4	12.0	32.0	62.4	37.6	6	9	4
j) Career Development and Placement Office	6.0	33.5	7.7	43.0	4.3	24.0	82.1	17.9	8	13	3
k) Women's Services	2.6	16.9	7.7	50.0	5.2	33.8	84.6	15.4	10	8	9
l) Counseling and Consultation Services	3.4	21.9	5.2	33.5	6.6	42.6	84.5	15.5	9	3	8
m) Wilce Health Care Services	4.3	6.3	10.2	14.9	17.1	25.0	31.6	68.4	4	12	15
n) Mental Health Clinic (Wilce)	2.6	25.2	1.8	17.5	6.0	58.3	89.7	10.3	11	1	7
o) Academic Advising	19.0	27.5	26.7	38.7	23.3	33.8	31.0	69.0	3	7	5

TABLE 8c MEN'S UTILIZATION OF AND SATISFACTION LEVEL WITH UNIVERSITY SERVICES (N=89)

University Services	NOT SATISFIED %	USER WEIGHTED %	MODERATELY SATISFIED %	USER WEIGHTED %	VERY SATISFIED %	USER WEIGHTED %	NEVER USED %	USER %	USER RANK	VERY SATISFIED WEIGHTED USER RANK	NOT SATISFIED WEIGHTED USER RANK
a) Off-Campus student Center	7.0	21.5	17.5	53.7	8.2	25.2	67.4	32.6	6	8	7
b) Black Student Programs	3.3	26.6	5.6	45.2	1.1	8.9	87.6	12.4	10	12	4
c) Hispanic Student Programs	1.2	17.1	5.8	82.9	——	——	93.0	7.0	14	13	10
d) Disability Services	2.3	22.3	4.5	43.7	3.4	34.0	89.7	10.3	12	4	6
e) Child Care Program	3.5	27.3	8.2	64.1	1.2	9.4	87.2	12.8	9	11	3
f) Admissions	11.4	11.9	59.2	62.0	25.0	26.2	4.5	95.5	1	7	12
g) Registration	6.8	7.1	59.0	61.8	29.6	31.0	4.5	95.5	1	6	15
h) Continuing Education	1.1	9.8	19.3	46.0	21.6	51.4	58.0	42.0	5	1	13
i) Financial Aid	11.4	23.9	22.7	47.6	21.6	34.0	52.3	47.7	3	4	5
j) Career Development and Placement Office	4.6	20.3	14.8	65.2	3.4	15.0	77.3	22.7	8	10	8
k) Women's Services	3.4	29.8	3.4	29.8	4.6	40.4	88.6	11.4	11	3	2
l) Counseling and Consultation Services	2.3	8.4	18.1	66.3	6.8	24.9	72.7	27.3	7	9	14
m) Wilce Health Care Services	6.8	14.6	18.2	39.1	21.6	46.4	53.4	46.6	4	2	11
n) Mental Health Clinic (Wilce)	3.4	33.3	6.8	66.7	——	——	89.8	10.2	13	14	1
o) Academic Advising	14.6	18.3	38.2	47.9	27.0	33.8	20.2	79.8	2	5	9

TABLE 8d RE-ENTRY STUDENT UTILIZATION OF AND SATISFACTION LEVEL WITH UNIVERSITY SERVICES BY SEX
(WEIGHTED BY SERVICE USER N)

University Services	WOMEN N=118 NOT SATISFIED %	VERY SATISFIED %	VERY SATISFIED %	SERVICE USER % OF N	MEN N=89 NOT SATISFIED %	MODERATELY SATISFIED %	VERY SATISFIED %	SERVICE USER % OF N
a) Off-Campus student Center	8.2	62.3	2.9	20.7	21.5	53.7	25.2	32.6
b) Black Student Programs	26.5	60.0	26.5	3.4	26.6	45.2	8.9	12.4
c) Hispanic Student Programs	34.6	65.4	——	2.6	17.1	82.9	——	7.0
d) Disability Services	52.9	52.9	——	1.7	22.3	43.7	34.0	10.3
e) Child Care Program	13.3	51.5	38.2	6.8	27.3	64.1	9.4	12.8
f) Admissions	15.1	50.0	34.9	90.6	11.9	62.0	26.2	95.5
g) Registration	15.3	50.0	34.2	94.1	7.1	61.8	31.0	95.5
h) Continuing Education	8.3	46.9	45.1	50.8	9.8	46.0	51.4	42.0
i) Financial Aid	31.9	36.4	32.0	37.6	23.4	47.6	34.0	47.7
j) Career Development and Placement Office	33.5	43.0	24.0	17.9	20.3	65.2	15.0	22.7
k) Women's Services	16.9	50.0	33.8	15.4	29.8	29.8	40.4	11.4
l) Counseling and Consultation Services	21.9	33.5	42.6	15.5	8.4	66.3	24.9	27.3
m) Wilce Health Care Services	6.3	14.9	25.0	68.4	14.6	39.1	46.4	46.6
n) Mental Health Clinic (Wilce)	25.2	17.5	58.3	10.3	33.3	66.7	——	10.2
o)*Academic Advising	27.5	38.7	33.8	69.0	18.3	47.9	33.8	79.8

* A sig. diff. was found between the sexes using a two-tailed t =(3.99) =.000 is less than .05.

TABLE 8e RE-ENTRY UNDERGRADS' UTILIZATION OF AND SATISFACTION LEVEL WITH UNIVERSITY SERVICES (N=97)

Univiersity Services	NOT SATISFIED %	USER WEIGHTED %	MODERATELY SATISFIED %	USER WEIGHTED %	VERY SATISFIED %	USER WEIGHTED %	NEVER USED %	USER %	USER RANK	VERY SATISFIED WEIGHTED USER RANK	NOT SATISFIED WEIGHTED USER RANK
a) Off-Campus student Center	5.2	17.0	18.7	60.0	7.3	23.4	68.8	31.2	7	8	7
b) Black Student Programs	2.0	22.0	6.2	67.0	1.0	11.0	90.7	9.3	12	13	5
c) Hispanic Student Programs	1.0	14.0	6.2	86.1	——	——	92.8	7.2	14	14	9
d) Disability Services	1.0	14.0	4.1	57.0	2.1	24.2	92.8	7.2	14	6	9
e) Child Care Program	1.0	9.0	8.4	73.0	2.0	17.4	88.5	11.5	11	10	11
f) Admissions	11.4	12.3	50.5	54.4	31.0	33.4	7.2	92.8	2	3	10
g) Registration	7.3	7.8	58.8	63.0	27.8	30.0	6.2	93.8	1	5	12
h) Continuing Education	3.1	7.0	22.7	51.2	18.6	42.0	55.7	44.3	5	1	13
i) Financial Aid	12.3	23.4	25.8	49.0	14.4	27.4	47.4	52.6	4	7	4
j) Career Development and Placement Office	6.2	24.0	15.5	60.0	4.1	16.0	74.2	25.8	8	11	3
k) Women's Services	2.1	17.0	5.2	42.0	5.2	42.0	87.6	12.4	10	1	7
l) Counseling and Consultation Services	4.2	18.0	15.7	65.4	4.2	18.0	76.0	24.0	9	9	6
m) Wilce Health Care Services	5.2	15.0	16.4	47.0	13.4	38.0	64.9	35.1	6	2	8
n) Mental Health Clinic (Wilce)	2.0	24.3	5.2	63.4	1.0	12.2	91.8	8.2	13	12	1
o) Academic Advising	20.9	24.2	37.5	43.4	28.1	32.4	13.5	86.5	3	4	2

TABLE 8f RE-ENTRY CED STUDENTS' UTITIZATION OF AND SATISFACTION LEVEL WITH UNIVERSITY SERVICES (N=9)

	NOT SATISFIED %	USER WEIGHTED %	MODERATELY SATISFIED %	USER WEIGHTED %	VERY SATISFIED %	USER WEIGHTED %	NEVER USED %	USER %	USER RANK	VERY SATISFIED WEIGHTED USER RANK	NOT SATISFIED WEIGHTED USER RANK
University Services											
a) Off-Campus student Center			11.1	100.0			88.9	11.1	5		
b) Black Student Programs							100.0	0.0			
c) Hispanic Student Programs							100.0	0.0			
d) Disability Services					11.1	100.0	88.9	11.1	5	1	
e) Child Care Program							100.0	0.0			
f) Admissions	22.2	22.2	44.4	44.4	33.3	33.3		100.0	1	6	3
g) Registration	33.3	33.3	22.2	22.2	44.4	44.4		100.0	1	3	1
h) Continuing Education			22.2	25.0	66.6	75.0	11.1	88.9	2	2	
i) Financial Aid			22.2	100.0			77.8	22.2	4		
j) Career Development and Placement Office			11.1	100.0			88.9	11.1	5		
k) Women's Services							100.0	0.0			
l) Counseling and Consultation Services			22.2	66.6	11.1	33.4	66.7	33.3	3	5	
m) Wilce Health Care Services					22.2	100.0	77.8	22.2	4	1	
n) Mental Health Clinic (Wilce)					11.1	100.0	88.9	11.1	5	1	
o) Academic Advising	22.2	25.0	33.3	37.4	33.3	37.4	11.1	88.9	2	4	2

TABLE 8g RE-ENTRY GRADUATE STUDENTS' UTILIZATION OF AND SATISFACTION LEVEL WITH UNIVERSITY SERVICES (N=81)

University Services	NOT SATISFIED %	USER WEIGHTED %	MODERATELY SATISFIED %	USER WEIGHTED %	VERY SATISFIED %	USER WEIGHTED %	NEVER USED %	USER %	USER RANK	VERY SATISFIED WEIGHTED USER RANK	NOT SATISFIED WEIGHTED USER RANK
a) Off-Campus student Center	3.9	27.7	7.7	54.6	2.6	18.4	85.9	14.1	9	10	8
b) Black Student Programs	2.6	100.0	——	——	——	——	97.4	2.6	14	12	1
c) Hispanic Student Programs	1.3	100.0	——	——	——	——	98.7	1.3	15	12	1
d) Disability Services	2.6	68.4	1.3	34.2	——	——	96.2	3.8	13	12	2
e) Child Care Program	3.8	59.4	2.6	40.3	——	——	93.6	6.4	12	12	3
f) Admissions	13.9	15.0	51.9	54.7	29.1	31.0	5.1	94.9	2	9	13
g) Registration	13.2	17.0	46.2	49.0	32.5	34.2	5.0	95.0	1	6	11
h) Continuing Education	2.4	5.0	21.2	45.0	23.7	50.1	52.7	47.3	4	3	14
i) Financial Aid	10.1	42.0	6.3	26.1	7.6	31.5	75.9	24.1	6	7	4
j) Career Development and Placement Office	5.1	37.0	6.4	46.0	2.5	18.0	86.1	13.9	10	11	6
k) Women's Services	5.1	31.0	6.4	39.0	5.0	30.3	83.5	16.5	7	8	7
l) Counseling and Consultation Services	2.5	16.4	2.5	16.4	10.1	66.4	84.8	15.2	8	1	12
m) Wilce Health Care Services	6.4	18.1	8.8	25.0	20.3	57.3	64.6	35.4	5	2	10
n) Mental Health Clinic (Wilce)	5.1	40.2	2.6	20.6	5.1	40.2	87.3	12.7	11	4	5
o) Academic Advising	13.8	23.0	22.4	37.3	23.7	40.0	40.0	60.0	3	5	9

TABLE 8h RE-ENTRY PROFESSIONAL SCHOOL STUDENTS' UTILIZATION OF AND SATISFACTION LEVEL WITH UNIVERSITY SERVICES (N=18)

University Services	NOT SATISFIED %	USER WEIGHTED %	MODERATELY SATISFIED %	USER WEIGHTED %	VERY SATISFIED %	USER WEIGHTED %	NEVER USED %	USER %	USER RANK	VERY SATISFIED WEIGHTED USER RANK	NOT SATISFIED WEIGHTED USER RANK
a) Off-Campus student Center			17.6	43.0	23.5	57.0	58.8	41.2	6	3	
b) Black Student Programs					5.6	100.0	94.4	5.6	11	1	
c) Hispanic Student Programs							100.0	0.0			
d) Disability Services							100.0	0.0			
e) Child Care Program					11.1	100.0	88.9	11.1	10	1	
f) Admissions	11.1	13.3	50.0	60.0	22.3	27.0	16.7	83.3	2	8	5
g) Registration	5.6	6.3	61.0	69.0	22.2	25.0	11.1	88.9	1	9	6
h) Continuing Education	5.6	14.3	22.2	57.0	11.1	29.0	61.1	38.9	7	7	4
i) Financial Aid	22.3	31.0	22.3	31.0	27.8	39.0	27.8	72.2	3	5	1
j) Career Development and Placement Office	5.6	25.2	5.6	25.2	11.2	50.5	77.8	22.2	8	4	2
k) Women's Services			11.1	66.5	5.6	34.0	83.3	16.7	9	6	
l) Counseling and Consultation Services			11.1	66.5	5.6	34.0	83.3	16.7	9	6	
m) Wilce Health Care Services			22.2	33.3	44.5	67.0	33.3	66.7	4	2	
n) Mental Health Clinic (Wilce)					11.2	100.0	88.9	11.1	10	1	
o) Academic Advising	11.1	22.2	27.8	56.0	11.2	22.4	50.0	50.0	5	10	3

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APPENDIX A

Re-Entry Student Project
Advisory Committee
The Ohio State University

Carmen Alvarez-Breckenridge
Hispanic Student Programs

Laura Armstrong
Continuing Education

Sue A. Blanshan, Chairperson
Office of Women's Services

Lydia Block
Office of Disability Services

Judy Fountain
Child Care Program

Vivian Harvey
College of Home Economics

Ruth Gresham
Office of Minority Affairs

Rich Hollingsworth
Office of Student Life

Betty Jo Hudson
University College

June Keller
Student Financial Aids

Mary Korfhage
Student Affairs

Marlene Longenecker
Center for Women's Studies

Jim Mager
Admissions

Gene Schuster
Registration

Tina Sullivan Love
Black Student Programs

APPENDIX B

OSU

The Ohio State University

Women's Services
408 Ohio Union
1739 North High Street
Columbus, Ohio 43210
Phone 614 422-8473

May 12, 1983

At present, most programs at The Ohio State University are designed for those in the 18-22 year old range. However, a nationwide trend is occurring in institutions of higher education in which there is a decline in the number of students in this age range, and a significant increase in the number of older students re-entering to higher education. The Office of Women's Services, the Office of Student Services, the Office of Student Life, and the Office of Continuing Education are interested in learning how we can be of more help to re-entering students like yourself.

In an attempt to begin this process, the Office of Women's Services at the Ohio State University has undertaken a project focused on identifying the needs and concerns of re-entry students. You have been chosen from a randomly selected sample of re-entry students enrolled in Spring Quarter 1983, to participate in this project.

The attached questionnaire requires about 15 minutes to complete. Questions can be answered by simply circling the appropriate number. Although questionnaires are coded for the analysis, information provided is treated confidentially and will be used only to prepare statistical summaries. You may use the enclosed envelope to return the completed survey to our office.

Your response is important to us. If you have questions about the project, feel free to contact Dr. Sue A. Blanshan at 422-8473. Thank you for your consideration of this request.

Sincerely,

Sue A. Blanshan

Dr. Sue A. Blanshan
Coordinator
Office of Women's Services

Mitchel D. Livingston

Dr. Mitchel D. Livingston
Dean
Office of Student Life

Rodney Harrison

Mr. Rodney Harrison,
Acting Vice Provost
Office of Student Services

Joe A. Oshins

Dr. Joe Oshins
Acting Director
Office of Continuing Education

SAB/mch

Enclosures:

INSTRUCTIONS

This inventory consists of a number of questions which will assist with the assessment of the needs of Ohio State Returning Students. Please read each question and circle the number on the questionnaire which corresponds to the response category that most applies to you.

You will notice that two types of response formats have been employed. In the first type, you are to circle the number appropriate for you on each of the rating scales listed. An example would be as follows:

Rate your preference for the following colors.

	Intense Dislike			Indifferent			Like a great deal
	↓			↓			↓
(a) Blue	1	2	3	4	5	6	(7)
(b) Yellow	1	2	3	(4)	5	6	7
(c) Red	(1)	2	3	4	5	6	7

These answers would show that this respondent likes blue, is indifferent about yellow, and dislikes red.

In the second type of question, you are to circle the response appropriate for you from those selections given. An example would be as follows:

What is your favorite color?

Blue. . . . . (1)
Yellow. 2
Red 3

The same respondent would circle (1), denoting that blue is his/her favorite of the three colors.

Please ignore the small numbers in the extreme right hand margin of each page. These numbers are for purposes of data tabulation only.

NEEDS ASSESSMENT OF OHIO STATE RE-ENTRY STUDENTS

1. Rate how important each of the following factors were at the time you decided not to continue your formal schooling.

	No Importance ↓			Moderate Importance ↓			Great Importance ↓	
a) tired of academics	1	2	3	4	5	6	7	11
b) lack of interest in pursuing graduate education after degree completion	1	2	3	4	5	6	7	12
c) undecided about career direction	1	2	3	4	5	6	7	13
d) desired practical work experience	1	2	3	4	5	6	7	14
e) began full-time career employment	1	2	3	4	5	6	7	15
f) insufficient finances	1	2	3	4	5	6	7	16
g) started a family	1	2	3	4	5	6	7	17
h) responsibilities for full-time household management	1	2	3	4	5	6	7	18
i) worked to help partner through school	1	2	3	4	5	6	7	19
j) other interests	1	2	3	4	5	6	7	20

2. Rate how important each of the following factors were in your decision to return to school.

	No Importance ↓			Moderate Importance ↓			Great Importance ↓	
a) wanted to enhance present career/job	1	2	3	4	5	6	7	21
b) wanted preparation for a new career/job	1	2	3	4	5	6	7	22
c) wanted higher degree	1	2	3	4	5	6	7	23
d) personal enrichment	1	2	3	4	5	6	7	24
e) now live within commuting distance of schools	1	2	3	4	5	6	7	25
f) children are now independent	1	2	3	4	5	6	7	26
g) lack of satisfaction with household management	1	2	3	4	5	6	7	27
h) fill spare time	1	2	3	4	5	6	7	28

3. What was your major reason for returning to school (circle one)?

a) wanted to enhance present career/job. 1 29
b) wanted preparation for a new career/job 2
c) wanted a higher degree. 3
d) personal enrichment 4
e) now live within commuting distance of schools 5
f) lack of satisfaction with household management. 6
g) fill spare time 7

4. Rate how important each of the following factors was in attracting you to your current program at O.S.U.

	No Importance ↓			Moderate Importance ↓			Great Importance ↓	
a) needed for present career/job	1	2	3	4	5	6	7	30
b) needed for new career	1	2	3	4	5	6	7	31
c) wanted a college degree	1	2	3	4	5	6	7	32
d) wanted personal enrichment	1	2	3	4	5	6	7	33
e) family wanted me to go	1	2	3	4	5	6	7	34
f) employer wanted me to go	1	2	3	4	5	6	7	35
g) friends/others encouraged me	1	2	3	4	5	6	7	36
h) good reputation of program	1	2	3	4	5	6	7	37
i) good quality of orientation program	1	2	3	4	5	6	7	38
j) content of program	1	2	3	4	5	6	7	39
k) geographical location	1	2	3	4	5	6	7	40
l) needed to test ability to do college work	1	2	3	4	5	6	7	41

5. Rate how serious each of the following problems are for you.

	Not at all Serious ↓			Moderately Serious ↓			Very Serious ↓	
a) commuting	1	2	3	4	5	6	7	42
b) cost of education	1	2	3	4	5	6	7	43
c) time of day classes are offered	1	2	3	4	5	6	7	44
d) lack of respect for my life experiences	1	2	3	4	5	6	7	45
e) lack of self-confidence	1	2	3	4	5	6	7	46
f) uncertainty about direction or purpose	1	2	3	4	5	6	7	47
g) lack of emotional support from family	1	2	3	4	5	6	7	48
h) lack of time for household management	1	2	3	4	5	6	7	49
i) conflict between education and childcare responsibilities	1	2	3	4	5	6	7	50
j) general lack of time	1	2	3	4	5	6	7	51

	Not at all Serious			Moderately Serious			Very Serious	
k) lack of specific skills or abilities	1	2	3	4	5	6	7	52
l) insufficient energy or physical endurance	1	2	3	4	5	6	7	53
m) conflict between concurrent education and work responsibilities	1	2	3	4	5	6	7	54
n) sexual discrimination	1	2	3	4	5	6	7	55
o) racial discrimination	1	2	3	4	5	6	7	56
p) physical handicap based discrimination	1	2	3	4	5	6	7	57
q) lack of opportunity to socialize with persons in similar situations	1	2	3	4	5	6	7	58
r) change in job for spouse/partner	1	2	3	4	5	6	7	59
s) decrease in income	1	2	3	4	5	6	7	60
t) lack of acceptance by other students	1	2	3	4	5	6	7	61
u) lack of acceptance by faculty	1	2	3	4	5	6	7	62
v) concern about personal safety on campus	1	2	3	4	5	6	7	63
w) large size of campus	1	2	3	4	5	6	7	64
x) insufficient child care	1	2	3	4	5	6	7	65

6. Rate the degree of need you have for the following at the present time.

	No Need			Moderate Need			High Need	
a) assistance from academic advisor	1	2	3	4	5	6	7	66
b) assistance with educational and career planning	1	2	3	4	5	6	7	67
c) job search assistance	1	2	3	4	5	6	7	68
d) workshop to improve study skills	1	2	3	4	5	6	7	69
e) counseling for academic problems	1	2	3	4	5	6	7	70
f) counseling for personal problems	1	2	3	4	5	6	7	71
g) counseling for financial problems	1	2	3	4	5	6	7	72
h) information about university services	1	2	3	4	5	6	7	73
i) housing information	1	2	3	4	5	6	7	74
j) information about work study	1	2	3	4	5	6	7	75
k) money management	1	2	3	4	5	6	7	76
l) time management	1	2	3	4	5	6	7	77
m) family problems workshop	1	2	3	4	5	6	7	78
n) workshop on making the transition from professional to student status	1	2	3	4	5	6	7	79
o) place to socialize with students of similar ages	1	2	3	4	5	6	7	80
p) information about parking facilities	1	2	3	4	5	6	7	2/1
q) math anxiety workshop	1	2	3	4	5	6	7	2
r) writing anxiety workshop	1	2	3	4	5	6	7	3
s) test anxiety workshop	1	2	3	4	5	6	7	4

7. Rate how satisfied you are with each of the following services.

	Moderately Not Satisfied				Very Satisfied			Never Used	
a) Off Campus Student Center	1	2	3	4	5	6	7	8	5
b) Black Student Programs	1	2	3	4	5	6	7	8	6
c) Hispanic Student Programs	1	2	3	4	5	6	7	8	7
d) Disability Services	1	2	3	4	5	6	7	8	8
e) Child Care Program	1	2	3	4	5	6	7	8	9
f) Admissions	1	2	3	4	5	6	7	8	10
g) Registration	1	2	3	4	5	6	7	8	11
h) Continuing Education	1	2	3	4	5	6	7	8	12
i) Financial Aid	1	2	3	4	5	6	7	8	13
j) Career Development and Placement Office	1	2	3	4	5	6	7	8	14
k) Women's Services	1	2	3	4	5	6	7	8	15
l) Counseling and Consultation Services	1	2	3	4	5	6	7	8	16
m) Wilce Health Care Services	1	2	3	4	5	6	7	8	17
n) Mental Health Clinic (Wilce)	1	2	3	4	5	6	7	8	18
o) Academic Advising	1	2	3	4	5	6	7	8	19

8. Rate how important each of the following sources of financing are for your education.

	No Importance			Moderate Importance			Great Importance	
a) Spouse or Partner	1	2	3	4	5	6	7	20
b) Loan	1	2	3	4	5	6	7	21
c) Your full-time job	1	2	3	4	5	6	7	22
d) Your part-time job	1	2	3	4	5	6	7	23
e) Scholarship/Fellowship	1	2	3	4	5	6	7	24
f) G.T.A., G.R.A., G.A.A., Fellowship	1	2	3	4	5	6	7	25
g) Savings	1	2	3	4	5	6	7	26
h) Veteran's Benefits	1	2	3	4	5	6	7	27
i) Parents	1	2	3	4	5	6	7	28

9. What do you plan to do in the first year after you finish your education on this campus?

a) full-time employment
   yes 1 29
   no 2
b) part-time employment
   yes 1 30
   no 2

c) active participation in community organizations or volunteer work
   yes 1 31
   no 2
d) full-time household management
   yes 1 32
   no 2

10. What is your sex?

a) female 1 33
b) male 2

11. How old are you?

a) 20-24 1
b) 25-29 . . . . . 2 34
c) 30-34 3
d) 35-39 4
e) 40-years and over 5

12. What is your current coupled/marital status?

a) coupled 1 35
b) not coupled 2

13. Has there been a change in your coupled/marital status within the last year?

a) yes 1 36
b) no 2

14. If change,

a) became coupled 1 37
b) became uncoupled 2

15. What is your area/country of origin?

a) North America 1 38
b) Latin and South America 2
c) Western Europe 3
d) Eastern Europe 4
e) North Africa & Middle East 5
f) Sub-Saharan Africa 6
g) India 7
h) Australia 8
i) Far East 9
j) USSR 10

22. At what stage are you in your program?

Undergraduate -
a) First year. 1 46
b) Sophomore 2
c) Junior. 3
d) Senior. 4

Graduate -
e) MA/MS student 5
f) Ph.D.student. 6
g) Professional program. 7

23. What is your current college enrollment?

Undergraduate -
a) Administrative Science. 1 47,48
b) Agriculture and Home Economics. 2
c) Arts and Sciences 3
d) Biological Sciences 4
e) Education 5
f) Engineering 6
g) Humanities. 7
h) Mathematical and Physical Sciences. 8
i) Arts. 9
j) Social and Behavioral 10
k) Social Work 11
l) University College. 12
m) Continuing Education. 13

Professional
n) Dentistry 14
o) Law 15
p) Medicine. 16
q) Optometry 17
r) Pharmacy. 18
s) Veterinary College. 19

Graduate School (specify area _____) . . .20

24. Will you be enrolled next quarter? 49

a) Yes 1
b) No. 2
c) Not Sure. 3

25. What is your grade point? 50

a) 3.5-4.0. 1
b) 3.0-3.4. 2
c) 2.5-2.9. 3
d) 2.0-2.4. 4
e) 1.5-1.9. 5
f) 1.4 or below 6

26. Before you entered your current program, how many years had elapsed since you last studied for credit? 51

a) 1-5. 1
b) 6-10 2
c) 11-15. 3
d) 16-20. 4
e) 21-25. 5
f) 26-30. 6
g) 30 and over. 7

27. Had you participated in any of the following prior to your re-entry to formal education?

a) Individual Counseling
Yes. 1
No 2 52
b) Consciousness Raising Groups
Yes. 1
No 2 53
c) Assertiveness Training
Yes. 1
No 2 54
d) Career Counseling
Yes. 1
No 2 55

28. Are there any children living in your household? 56

Yes 1
No. 2

29. What type of child care are you currently using to attend OSU? 57

None. 1
OSU Child Care. 2
Private day care. 3
Friends/Relatives 4
Spouse/Partner. 5

THANK YOU

APPENDIX C

Tests of Significance

Survey Question #	Hypothesis (F=female;M=male;G=graduate;UG=undergraduate;/= is does not equal;m=mean)
1c	Mm>Fm
1g	Fm>Mm
1h	Fm>Mm
1i	Fm>Mm
2a	Fm/=Mm
2b	Mm>Fm
2d	Fm>Mm
2f	Mm>Fm
2h	Mm>Fm
4f	Mm>Fm
4l	Fm>Mm
5b	Fm>Mm
5c	Gm®=UGm
5d	Fm®=Mm
5e	Fm®=Mm
5g	Fm/=Mm
5i	Fm/=Mm
5g	Fm/=Mm
5t	Fm/=Mm
5u	Fm/=Mm
6o	Fm>Mm
6q	Fm>Mm
6r	Fm>Mm
6s	Fm>Mm
7e	Fm/=Mm
7k	Fm/=Mm
7i	Fm/=Mm
7n	Fm/=Mm Gm/=UGm
7o	Fm/=Mm Gm/=UGm
8a	Fm/=Mm
8b	Fm/=Mm
8e	Fm/=Mm Gm/=UGm
8f	Fm/=Mm Gm/=UGm